

# PROGRESS OF OUR SCHOOLS



*R. H. Wilson*

Issued by

R. H. WILSON

State Superintendent



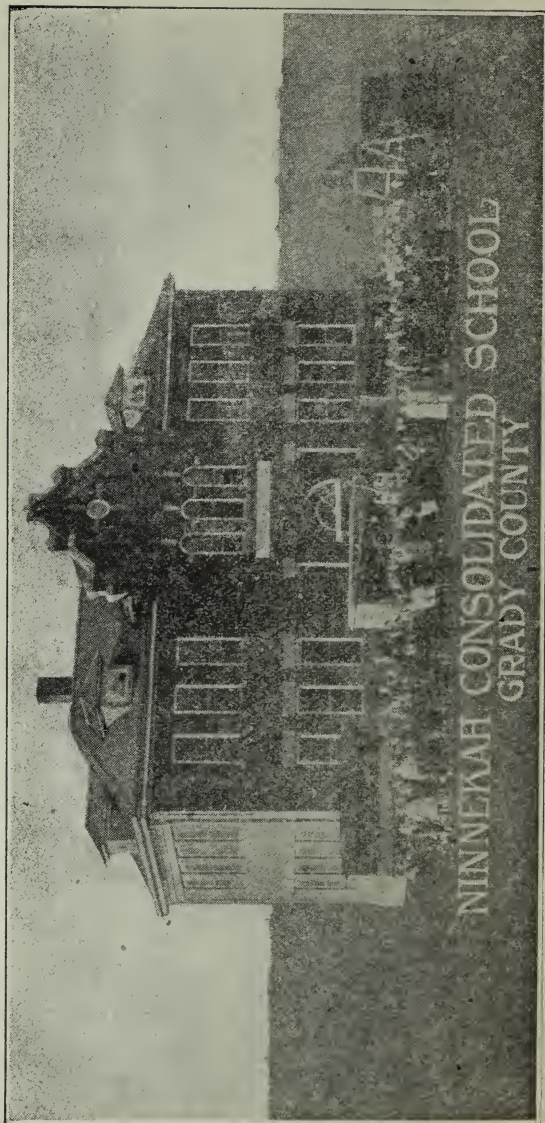
# PROGRESS OF OUR SCHOOLS



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R. H. WILSON

STATE SUPERINTENDENT



## *The Country Boy's Creed.*

I believe that the Country, which God made, is more beautiful than the City, which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in town; that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life.

EDWIN OSGOOD GROVER.

## *Consolidations.*

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Consolidated Schools in Oklahoma.....	97
Consolidated Schools which have received state aid .....	41
Amount paid consolidated school districts .....	\$37,861.50
Consolidated Schools which are applying for state aid but have not completed proof to the satisfaction of the State Auditor .....	17
Number of communities reported to us as considering consolidation at this time .....	20

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The country boy and girl are entitled to as good opportunities for education and training as the boy and girl of the city receive. Their environment is perhaps better. With more experienced teachers, better equipment and buildings, longer terms of school, longer class periods, libraries, and other advantages secured by the consolidation of rural schools, there is no reason why the country child should leave the public school in any way inferior to the graduate of the best city school in the state.

Pupils in consolidated districts are benefited in many ways by the graded school maintained for them. Community interest is aroused. The consolidated school serves as a rallying point for common interests and is a stimulation for progressive movements in the district which result in increased land values and a more permanent rural citizenship.

During the past three years decided encouragement has been given to rural school consolidation. The first state aid was provided for by the passage of the law approved March 11, 1911, setting aside the proceeds of Section 33, Greer County, for the benefit of the Union Graded or Consolidated Schools, but no funds were available until the Legislature of 1913 appropriated \$100,000.00 for this purpose. Since then, the applications of forty-one districts for a share of this money have been approved by the State Superintendent, and \$37,861.50 has, as a result, been paid to these districts. The Legislature of 1913, by an enactment approved March 13th, 1913, set aside the remainder of the Public Building Fund for consolidated schools. The value of this land has been estimated at approximately \$2,000,000.00. None of the land has been sold, and only the rent from Section 33, of old Greer County, is available.



## Resources

State Apportionment	District Taxation	Receipts other sources
1910 ...\$ 770,010.50	\$4,323,640.11	\$4,130,942.23
1911 ... 742,310.75	3,504,162.88	3,789,451.89
1912 ... 970,526.21	4,986,576.53	4,299,455.49
1913 ... 1,070,447.55	5,702,052.81	2,822,083.07
Total Recp's.	Total spent.	Bal.
1910 ...\$ 9,124,592.84	\$8,600,450.32	\$ 524,142.52
1911 ... 8,035,925.52	6,759,412.60	1,787,057.42
1912 ... 10,256,558.23	8,957,567.85	1,304,018.78
1913 ... 9,594,583.43	8,047,568.21	1,547,015.22

The table above gives some information concerning the money used for the common schools of the state during the past four years. The first column shows the support derived from the state. The second column shows the amount raised by district taxation. The third column shows the receipts for the common schools from other sources including money received from the county, from tuition, sale of bonds, etc. The total expenditure represents all money spent for teachers' salaries, buildings, rentals, repairs, and incidentals.

It will be seen from the above that the education of the people is the largest business item connected with the management of our commonwealth. The people of this state have been liberal with their schools. As they come to a full realization of the fact that ignorance is a tax they will be still more liberal. Having invested public money in school plants and having hired teachers to instruct the children of a district each person should realize that it is a public loss for a child to be absent from school. The schools to be efficient in reducing ignorance must reach all of the pupils in the district.

We advocate a wider use of the school plant for social purposes. The district has invested in a school plant which should be used by the community as a meeting place for literary societies, for lectures and social gatherings. We shall fail to develop and perpetuate the ideals of a democracy unless the schools train our children for citizenship and the people of the several communities supplement and continue this work by meeting for the purpose of discussing and hearing discussed the questions that affect their welfare and happiness as citizens of a common country.

## *State School Fund*

	Enum- eration	Apportion- ment	Per capita Distribution
1906 .....	225,943	\$343,931.00	\$1.52
1907 .....	218,817	306,343.80	1.40
1908 .....	472,683	310,993.95	.65
1909 .....	500,281	750,226.00	1.50
1910 .....	515,478	770,010.50	1.50
1911 .....	539,058	970,304.80	1.80
1912 .....	556,818	1,085,795.10	1.95
1913 .....	541,828	1,056,564.00	1.95
1914 .....	557,004	*1,253,259.00	*2.25

\* Estimate.

From the above table may be gained some idea of the manner in which the state school fund has been managed. There has been a steady increase in the enumeration of pupils and in the revenues derived from rentals of school lands. The enumeration in 1908 was more than twice as great as in 1907 because the children in the Indian Territory part of the state were enumerated for the first time that year; and, while the total apportionment for the year was \$4,650.15 greater than for the preceding year, the per capita fell to 65c. In 1912 a new method of taking the enumeration was devised. Under this system the enumeration for 1913 fell below that of the previous year.

The enumeration for 1914 is larger than for any preceding year. The apportionment of the school funds for this year will also be larger than ever before. The apportionment in January of 1914 was \$1.25 per capita, or a total of \$696,255.00. The July apportionment will probably be not less than \$1.00 per capita, or a total of \$557,004.00, making an aggregate apportionment of \$1,253,259.00 for the year, and a per capita of \$2.25.

Less than half of the public school land of the state has been sold at this time. The interest on the unpaid notes given by purchasers of this land will produce more than twice as much revenue for the schools next year as was received from all sources in 1908. In addition to this, the land that has been sold is subject to local taxation for the support of the district schools.



## *Pupils and Scholastics*

	Enum- eration	Enrolled	Average Attend- ance (daily)
1910 .....	515,478	415,116	236,548
1911 .....	539,058	443,227	260,018
1912 .....	556,818	438,901	274,694
1913 .....	541,828	469,809	284,186

The above table shows the enumeration of persons between the ages of six and twenty-one years, the number of such persons enrolled in the public schools, exclusive of schools maintained by the state, and the average daily attendance of pupils enrolled. It will be noted that while the enumeration has increased 26,350, the enrollment in the schools has increased 54,693, and the average daily attendance has increased 47,638. This last item is vital. We hope to increase the enrollment and average daily attendance under the amended compulsory law. This Department stands for strict enforcement of the compulsory law. The school cannot benefit the child unless the child attends the school regularly.

We recognize the necessity of training our youth for citizenship. Our educational ideals will not be realized until we succeed in providing a good school for every child in the state,—in a modern school house with modern equipment, ample and attractive school grounds and proper sanitation. After having provided the school plant and the teacher it is the duty of the state to see that the children have an opportunity to attend. We should not be content with conditions that exist under which only 51 per cent. of the children enumerated are in daily attendance at the schools, and only 82 per cent. are enrolled in the schools. While the above table shows a healthy growth, there is still much room for improvement. The State Department of Education appeals to the school officers and all citizens of the state to unite with us in our efforts to increase the efficiency of our schools and to insist upon each child availing himself of his opportunities for securing an education. If there is any one thing which we need more than another in Oklahoma, it certainly is education.

## *Certificates and Teachers*

	No. Employed.			Average Monthly Salaries		
	1st grade	2nd grade	3rd grade	1st grade	2nd grade	3rd grade
1910 ...	2094	3645	2575	\$63.54	\$50.65	\$45.81
1911 ...	2470	4226	2599	66.80	50.08	48.54
1912 ...	3378	4475	2429	70.88	57.63	50.52
1913 ...	3925	4551	2303	71.03	58.20	51.55

"The state that has the men has the present; the state that has the schools has the future; and the state that has the teachers has the schools. In its last analysis the teacher is the school. The qualified teacher marches at the head of real educational progress. It is dangerous for educational reform to reach the school ahead of a trained and reformed teacher." It has been the policy of the State Department of Education to encourage the teachers of this state to equip themselves better for their work. It has been the policy of the district school boards of the state to advance salaries as the qualifications of the teachers have been raised. Reference to the above table will disclose the fact that there has been a steady increase in the numbers of teachers who hold first and second grade certificates, and a corresponding decrease in the number of teachers who hold third grade certificates. It will be noted that during the four years reported the number of first grade teachers has increased by 1831 or nearly 100 per cent. while the number of the second and third grade teachers combined has increased only by 634. There has also been a steady increase in the salaries paid to these teachers. These facts mean that teachers are remaining in the work longer than heretofore, and that school boards are paying a premium for skill gained through experience. The additional requirements for certificates and the increase in salaries will of themselves tend to give permanency to the teaching force of our state. A continuation of the present policy of this Department will ultimately result in the placing of Oklahoma's common schools upon an enviable plane through improvement of the teachers. Then, and not until then, will it be possible for our public school system to meet fully the requirements of this age. School directors and all others who assist in this advancement of the teachers are performing a constructive public duty.

## *High Schools*

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Year	No. En- rolled	No. grad- uates	No. Ac- credited	No. affiliat- ed, N.C.A.
1911	.....	....	...	3
1912	.....	....	37	4
1913	16,000	1080	85	14
1914	25,000	2000	125	25

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Until recent years no systematic records have been kept of the High School work done in the state at large. This was due to the fact that the majority of the high schools were maintained in cities of the first class over which the county superintendents had no jurisdiction, and to the additional fact that the High School Inspector had not until recently, worked out a system of records and reports that could be relied upon. Under the present law which requires reports from all districts in the county to the county superintendent, reliable statistics for the future may be compiled from time to time, and the people may be informed of the progress being made in secondary education. As the work of the High School Inspector becomes well defined and established, a renaissance of interest in the work done in our high schools will be experienced.

At this time there are in the state 25 high schools, the entire work of which is recognized and accepted by the leading colleges and universities in the land. There are 125 which are accredited by our own University in 15 or more units. Approximately 25,000 pupils in the state are doing high school work and about 2,000 of these will be graduated this year.

The high school course of study has been adapted to the needs of the times. Manual Training, Domestic Science, Agriculture, and Commercial subjects have taken their rank alongside of the older established studies in Latin, Mathematics, and the Sciences.

We long to see every community in Oklahoma provided with a high school before the end of this decade that our boys and girls may be prepared fully for the social, industrial and civic life before them.

## *State Schools*

Year	Enrollment
1910 .....	5312
1911 .....	5855
1912 .....	6107
1913 .....	6899
1914 .....	*9381

(The above figures do not include any of the Agricultural Schools, they being entirely under the jurisdiction of the State Board of Agriculture.)

During the past five years, the attendance at the state schools has grown by leaps and bounds. The total enrollment for 1913 was larger by 1587 than for 1910. Using the enrollment up to January the first of this year, as a basis, it is estimated that the total enrollment for this year will be 9,381. These figures are based on records of past years. Inasmuch as the law governing the certification of teachers now requires certain high school and normal school subjects, and will, after 1916, require certain high school or normal school training, we predict that the estimate based on the above figures will fall far short of the actual enrollment. The indications, at this time, are that fully 10,000 students will be enrolled in the state schools this year. In order that the teachers may be accommodated, the Board of Education has arranged to hold summer sessions at the State School of Technology, Tonkawa, and the Eastern University Preparatory School, Claremore. The faculties of these schools are employed for the entire year, and it will not cost taxpayers of the state anything additional to hold these summer sessions. A great many of the county superintendents of the state will hold their summer institutes in connection with the summer sessions of the state schools this year, thereby giving to the teachers the benefit of a full ten weeks course with much better facilities.

We need trained teachers. Our normal schools cannot supply the demand for graduates. Every year from 1,200 to 1,509 inexperienced teachers are employed in our schools. To train these teachers in our normal schools will require a graduating class each year of from 200 to 250 members in each of the six normal schools.

\* Estimate.

## *Publications*

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Since 1911 the Department of Education has published and distributed about twenty reports and pamphlets consisting of one Biennial Report, pamphlet on consolidation, Physical Features of Public School Centers, Days we celebrate, School Laws, Courses of Study for Institutes, Common Schools and High Schools, Educational Directories, etc. These have been circulated widely in this state, and many have been sent to persons in other states

The pamphlet issued on the subject of consolidation of schools has been very popular and has promoted the cause of consolidation very much. We have calls for this almost daily.

The Physical Features of Public School Centers was issued for the purpose of raising the standard of our school houses and equipment. This little book has attained to a wonderful popularity at home and elsewhere. A number of school buildings have been planned and built, while others have been remodeled in accordance with the suggestions contained in this pamphlet.

An effort has been made to systematize and grade the common and high school work through the courses of study issued. These courses will be thoroughly revised during the year and made to correspond with the text books to be used during the next five years.

It is our purpose to prepare and publish from time to time such reports and pamphlets as will help keep the school system of this state equal to that of any other state in the union. It is our desire to show as great improvement in the school system five years hence as is shown by the present when compared with the conditions existing five years ago.

Respectfully,

R. H. WILSON.

**LEADER PRINT**  
**GUTHRIE, OKLA.**







## My Creed.

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My creed is work; to follow duty's call  
However far it lead across the plains—  
Through trackless woods, or ringing on the  
hills;  
To seek for pleasure in the realms of toil—  
Still ever striving for a larger self  
With which to do a service for the rest.

To lay a new path through the unknown way  
And leave some heritage e'en though so small  
No other hand would love or care to leave.  
Rejoicing ever in my brother's craft,  
To follow system and the perfect law—  
Be what I am, and do my very best  
To lead a life which towers above the hills,  
And points the way across the plains to God.

—R. H. Wilson.